

Directions:

Evaluate the student by entering the appropriate number to indicate the degree of competency. The rating for each task should reflect employability readiness rather than the grades given in class.

Student Rating Scale:

- 0 No Exposure** – no experience/knowledge in this area
- 1 Knowledge Received** – area is understood
- 2 Limited Skill** – has exposure, but additional training and supervision is required
- 3 Moderately Skilled** – limited training and supervision may be required, but progress is being made
- 4 Skilled** – no additional training is required; the competency has been mastered and knowledge can be transferred to other applications

| 0 | 1 | 2 | 3 | 4 | A. Demonstrate possession of the essential prerequisite skills | Notes: |
|---|---|---|---|---|--|--------|
| | | | | | 1. Complete a minimum of 1 year of American Sign Language (ASL) Communication or the equivalent | |
| | | | | | 2. Complete a minimum of 1 semester of training in drama/theatre/acting | |
| | | | | | 3. Possess a familiarity with historical and cultural values and traditions of people who are Deaf | |
| | | | | | 4. Demonstrate a high degree of fluency in English | |
| | | | | | 5. Develop dual-task skills (e.g., sign or speak discourse while performing another task) | |
| | | | | | 6. Possess a broad-based familiarity with American society, literature, culture, and history | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | B. Demonstrate the visual-motor skills, physical stamina, and other required personal characteristics for sign language interpretation | Notes: |
|---|---|---|---|---|--|--------|
| | | | | | 1. Demonstrate visual-motor skills necessary to form the correct phonological parameters of signs | |
| | | | | | 2. Possess the characteristics required for sign language interpretation [See <i>So You Want to Be An Interpreter? An Introduction to Sign Language Interpreting</i> , Second Edition (1995), p. 137.] | |
| | | | | | 3. Demonstrate physical stamina that allows effective sign language work for extended periods of time | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | C. Demonstrate cognitive skills to convey the appropriate message | Notes: |
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| | | | | | 1. Use long-term and short-term memory to retain a message | |
| | | | | | 2. Analyze a message to determine the semantic intent | |
| | | | | | 3. Perform complex mental tasks (e.g., rapid mental processing, memory, prediction, and closure) | |
| | | | | | 4. Apply knowledge of language rules when viewing and signing ASL stories and narratives | |
| | | | | | 5. Incorporate basic vocabulary for specialty areas (e.g., legal, medical, mental health, and education) | |

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| | | | | | 6. Demonstrate visual memory skills | |
| | | | | | 7. Use the vocabulary necessary to exchange basic personal information | |
| | | | | | 8. Function comfortably in a variety of social situations with people who are Deaf | |
| | | | | | 9. Receive information visually | |
| | | | | | 10. Develop cross-cultural awareness and adjustment skills | |
| | | | | | 11. Explain basic ASL non-manual grammar | |
| | | | | | 12. Predict the embedded fingerspelling and numbers in ASL signed sentences | |
| | | | | | 13. Evaluate the appropriate vocabulary that is used to match the register of the signer | |
| | | | | | 14. Demonstrate effective analytical skills | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | D. Demonstrate linguistic skills to convey the appropriate message | Notes: |
|---|---|---|---|---|--|---------------|
| | | | | | 1. Determine the equivalent meaning of a message generated in ASL and Contact Sign Language (CSL) | |
| | | | | | 2. Recognize the importance of facial expressions and body movements | |
| | | | | | 3. Utilize classifiers in the production of syntactically-correct ASL | |
| | | | | | 4. Interpret ASL and spoken English idioms and figures of speech | |
| | | | | | 5. Produce conceptually accurate signs to express ideas | |
| | | | | | 6. Analyze the source language and produce it in the target language | |
| | | | | | 7. Explain source language intrusion | |
| | | | | | 8. Construct and produce a syntactically-correct, simple ASL sentence | |
| | | | | | 9. Construct and produce a syntactically-correct, complex ASL sentence | |
| | | | | | 10. Visualize fingerspelling signs as units rather than as individual letters | |
| | | | | | 11. Recognize expressive and receptive fingerspelling and number skills embedded within conversational phrases and texts | |
| | | | | | 12. Identify the parameters of a sign within ASL | |
| | | | | | 13. Demonstrate receptive and expressive fingerspelling and loan signs | |
| | | | | | 14. Recognize the basic characteristics of language and the impact of historical changes on language | |
| | | | | | 15. Incorporate ASL syntax and non-manual syntactic signals | |
| | | | | | 16. Identify the major differences between interview and expository discourse | |
| | | | | | 17. Identify the specific differences between ASL and English interview and expository discourse | |

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| | | | | | 18. Describe the basic manual grammatical structure of ASL and how it differs from English | |
| | | | | | 19. Distinguish between ASL and English syntax | |
| | | | | | 20. Apply linguistic components of ASL | |
| | | | | | 21. Analyze the basics of English and ASL phonology | |
| | | | | | 22. Distinguish between morphological and phonological rules to produce numbers and signs | |
| | | | | | 23. Combine morphological units and phonological rules to produce numbers and signs | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | E. Demonstrate productive use of interpretation skill evaluation techniques | Notes: |
|---|---|---|---|---|--|---------------|
| | | | | | 1. Accept professional critiques with a positive attitude | |
| | | | | | 2. Demonstrate comfort with interactive videotapes in preparation for skill evaluations that lead to certification | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | F. Explain and demonstrate ethical and professional skills related to the interpreting process | Notes: |
|---|---|---|---|---|--|---------------|
| | | | | | 1. Comply with the code of ethics in real life situations (e.g., evaluation of a situation and how to best behave in that situation) | |
| | | | | | 2. Explain the laws that affect people who are Deaf and interpreters | |
| | | | | | 3. Explain how the American With Disabilities Act and PL 94-142 affects people who are Deaf and non-Deaf | |
| | | | | | 4. Explain the certification process for interpreters | |
| | | | | | 5. Distinguish between an organizational employee and contract work | |
| | | | | | 6. Evaluate the roles of the different interpreting positions | |
| | | | | | 7. Identify cultural conflicts that can occur during cross-cultural interaction between people who are Deaf and non-Deaf | |
| | | | | | 8. Exhibit confidence and a professional demeanor | |
| | | | | | 9. Describe the development of the field and the evolution of interpretation as a profession | |
| | | | | | 10. Explain the difference between interpretation/interpreter models that have a paternalistic/pathological origin and those that have a culturally-motivated origin | |
| | | | | | 11. Explain the difference between cognitive and process models | |
| | | | | | 12. Describe the factors that influence communication interaction and how these affect the interpretation process | |

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| | | | | | 13. Define terminology associated with interpretation (e.g., transliteration, translation, time lag, and decalage) | |
| | | | | | 14. Explain the protocol for interpreting in different settings (e.g., educational, medical, and mental health) | |
| | | | | | 15. Explain the types of employment opportunities and appropriate working conditions | |
| | | | | | 16. Explain the role and responsibility of the interpreter as an interlingual and intercultural communication mediator | |
| | | | | | 17. Identify the major organizations and resources that serve the profession | |
| | | | | | 18. Explain the purpose and goals of the organizations and resources that serve the profession | |
| | | | | | 19. Apply appropriate practical interpreting strategies | |
| | | | | | 20. Predict the interpreting mode that is used for various special populations | |
| | | | | | 21. Analyze another interpreter's performance | |
| | | | | | 22. Give constructive feedback to another interpreter | |
| | | | | | 23. Describe the physiology of the ear and the causes and types of hearing loss | |
| | | | | | 24. Explain the principles and practices of interpreting for people who are Deaf in various settings | |
| | | | | | 25. Explain the use of assistive technology (e.g., hearing aids, FM systems, Cochlear Implant, Captioning) | |
| | | | | | 26. Incorporate assistive technology in the interpretation process | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | G. Demonstrate using interlingual skills to convey the appropriate message | Notes: |
|---|---|---|---|---|--|---------------|
| | | | | | 1. Identify the differences in interpreting, performing, translation, and artistic choice without altering the existing English text | |
| | | | | | 2. Analyze the source language material for mood, content, and register | |
| | | | | | 3. Interpret expressively the source language into the target language | |
| | | | | | 4. Produce the appropriate style, mood, register, intent, content, and context of the message | |
| | | | | | 5. Apply the preferred communication mode of the consumer | |
| | | | | | 6. Demonstrate fluency in the expression of spoken English using Conceptually Accurate Signed English (C.A.S.E.) | |
| | | | | | 7. Interpret English idioms into ASL or conceptually accurate signs | |
| | | | | | 8. Explain the sociolinguistic continuum of language use that exists within the Deaf community | |
| | | | | | 9. Explain why the sociolinguistic continuum of language exists within the Deaf community | |

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| | | | | | Other: | |
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| 0 | 1 | 2 | 3 | 4 | H. Demonstrate interpersonal skills related to the interpreting process | Notes: |
|---|---|---|---|---|---|---------------|
| | | | | | 1. Apply problem-solving skills to various situations that occur during interpreting assignments | |
| | | | | | 2. Apply evaluation skills when evaluating interpreters | |
| | | | | | 3. Identify strategies for anticipating and managing cross-cultural conflicts that can occur between people who are Deaf and non-Deaf | |
| | | | | | 4. Set aside personal biases when working in sensitive or abrasive situations | |
| | | | | | 5. Demonstrate appropriate behavior in various settings | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | I. Explain and apply cultural skills to the interpreting process | Notes: |
|---|---|---|---|---|--|---------------|
| | | | | | 1. Explain the struggles that people who are Deaf face to succeed in extremely competitive environments and why these struggles exist | |
| | | | | | 2. Explain the concept of the cultural model | |
| | | | | | 3. Participate in organizational clubs, socials, etc. with people who are Deaf | |
| | | | | | 4. Use ASL and English languages in culturally-appropriate ways with people who are Deaf and Hard of Hearing (HOH) | |
| | | | | | 5. Apply conversation regulators to the beginning and ending of ASL conversations | |
| | | | | | 6. Identify agencies, schools, and institutions that serve people who are Deaf and HOH | |
| | | | | | 7. Recognize fingerspelled acronyms of organizations and resources that are related to the Deaf community | |
| | | | | | 8. Incorporate the cultural values of the Deaf community into one's own value system | |
| | | | | | 9. Explain the educational, vocational, and historical issues that face people who are Deaf (e.g., social, political, legal, and medical) | |
| | | | | | 10. Explain how the educational, vocational, and historical issues that face people who are Deaf impacts the work of interpreters | |
| | | | | | 11. Explain the non-Deaf impact on the evolution of deafness in America (e.g., educational, linguistic, historical, social, and political) | |
| | | | | | 12. Describe the history of education for people who are Deaf | |
| | | | | | 13. Describe the effect of manually-coded English sign systems on the Deaf community | |
| | | | | | 14. Recognize the effect on interaction between people who are Deaf and non-Deaf on language usage | |
| | | | | | 15. Identify the elements of any culture (e.g., languages, values, norms, folklore, and information systems) | |

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| | | | | | 16. Know the specialized services required by people who are Deaf (e.g., tactile, oral, CART, C-Print, and speech recognition) | |
| | | | | | 17. Identify the characteristics of a minority culture | |
| | | | | | 18. Explain how communication interactions are affected by the characteristics of a minority culture and prejudices | |
| | | | | | 19. Accommodate the enculturation process | |
| | | | | | 20. Explain how high- and low-context cultural attributes impact discourse styles | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | J. Demonstrate interpreting skills | Notes: |
|---|---|---|---|---|---|--------|
| | | | | | 1. Apply the principles and protocol of interpreting in small group and conference settings during various situations with exposition | |
| | | | | | 2. Interpret to and from spoken English to and from ASL using both simultaneous and consecutive forms | |
| | | | | | 3. Interpret in simultaneous, consecutive, and narrative forms | |
| | | | | | 4. Apply voicing skills for simultaneous and consecutive interpreting situations | |
| | | | | | 5. Incorporate facial expressions and body movement when using ASL to best convey the source English text | |
| | | | | | 6. Analyze the techniques used during situations that involve cross-cultural mediation | |
| | | | | | 7. Select the appropriate sign vocabulary specific to the situation | |
| | | | | | 8. Demonstrate the necessary preparation tools for a transliterating event (e.g., visualization, research listening, and eye contact) | |
| | | | | | 9. Interpret the basic concepts for specialized areas (e.g., rehabilitation, education, medical, legal, and mental health) | |
| | | | | | 10. Analyze the use of decalage or time lag | |
| | | | | | 11. Transliterate spoken English and idioms to C.A.S.E. | |
| | | | | | 12. Mouth the appropriate English words when signing the conceptually accurate sign | |
| | | | | | 13. Modify the interpreting approach to fit the developmental stages of children | |
| | | | | | 14. Match the communication mode used by the person who is Deaf | |
| | | | | | 15. Convey the intent and content of the signer by using the appropriate diction, vocal inflection, vocabulary, affect, and idiomatic English | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | K. Perform self-evaluation to improve interpretation skills | Notes: |
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| | | | | | 1. Evaluate one's own demeanor and professionalism when interpreting | |

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| | | | | | 2. Adjust one's own comfort level when turn taking and working as a team interpreter | |
| | | | | | 3. Perform self-assessment relating to one's own strengths and weaknesses | |
| | | | | | 4. Recognize one's own physical, emotional, and intellectual limits | |
| | | | | | 5. Remove one's own self from the interpreting assignment when necessary | |
| | | | | | Other: | |

| 0 | 1 | 2 | 3 | 4 | L. Demonstrate leadership competencies | Notes: |
|---|---|---|---|---|--|--------|
| | | | | | 1. Demonstrate an understanding of SkillsUSA-VICA, its structure, and activities | |
| | | | | | 2. Demonstrate an understanding of one's personal values | |
| | | | | | 3. Perform tasks related to effective personal management skills | |
| | | | | | 4. Demonstrate interpersonal skills | |
| | | | | | 5. Demonstrate etiquette and courtesy | |
| | | | | | 6. Demonstrate effectiveness in oral and written communication | |
| | | | | | 7. Develop and maintain a code of professional ethics | |
| | | | | | 8. Maintain a good professional appearance | |
| | | | | | 9. Perform basic tasks related to securing and terminating employees | |
| | | | | | 10. Perform basic parliamentary procedures in a group meeting | |
| | | | | | Other: | |

*****NOTE: These competencies are addressed in the Missouri SkillsUSA-VICA Curriculum Guide lessons***